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ABSTRACT

To test the hypothesis that two classes of variables (perceived parental influence and student work values) would mediate the relationship between parents' background and educational and occupational aspirations for high school students, a questionnaire was administered to 437 high school sophomores in a northeastern city. Analysis of the data revealed that two measures of parental influence (student perceptions of parents' interests in students' school work and parents' hopes that the student will attend college) did serve as mediators, while two other measures (active pressure and parental involvement) did not. It was also learned that work values did not operate as an intervening variable in the relationship between social origin and aspirations. The basic path for boys through which parental background was related to career aspirations, according to the study is: Parental Background--Parents' Interest--Parents' Hopes for College--Student's Own College Plans--Student's Planned Occupation. The path for girls was quite different. Girls perceive less parental support for their educational activities than do boys and they are more independent of their parents' socioeconomic background. An analysis of the students' work values are revealed differences which the authors comment upon. Statistical tables are included. (AG)

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On Inheriting A Career:

The Influence of Sex, Values, and Parents

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ABSTRACT

This research focused on work values and four measures of parental influence as mediators of the relationship between social origin and plans for college and career. Data were collected by questionnaire from 437 high school sophomores in a northeastern city. Path analysis revealed that two measures of parental influence (student perceptions of parents' interest in students' school work and parents' hopes that their child will attend college) served as mediators, while active pressure and involvement from parents did not. Contrary to predictions, students' work values did not mediate the relationship between parental background and career aspirations. The students' work values differed markedly from the values of members of occupations to which they aspired.

It was argued that as the students become more vocationally mature (e.g., in college), their values become more crystallized and more strongly related to occupational plans. The basic path linking social origin to career plans (parental background → parental influence → students' college plans → students' occupational plans) was found to be strongly moderated by sex; this path was stronger and clearer for boys than for the total sample, while parental background did not enter the path at all for girls. Girls perceived less parental interest and pressure regarding their school work than did boys.

On Inheriting A Career:
The Influence of Sex, Values, and Parents

INTRODUCTION

Considerable research in the past decade has investigated the causes of educational and occupational attainment. Two basic approaches have emerged from this research. The first is represented primarily by Blau and Duncan's (1967) work describing the relationship between social origin of a student and the educational and occupational levels he or she achieves. They found that a father's education and the social status of his occupation were significantly related to his offspring's educational attainment, which was, in turn, associated with the latter's attained job level. Rehberg and Westby (1966-1967) reported that father's occupation, father's education, and family size each had a significant effect on high school males' educational plans, even when the other two variables were held constant. Both ability and socio-economic factors have a direct effect on educational choice after high school (Schoenfeldt, 1968), but the two types of causal variables are not compensatory; that is, what a person lacks in ability cannot be compensated for by his family background, and vice versa.

The second basic approach of previous research has centered on social psychological factors which mediate the relationship between social origin and educational and occupational attainment. The emphasis has been on the process through which social origin is translated into choices of college and vocation, and subsequent performance. The present study follows this process approached and will examine several potential mediating factors in the relationship between origin and attainment: students' work values and different types of parental influence.

Parental influence and Aspirations

Kahl (1953) was the first to study the effects of parental influence on educational and occupational aspirations. He found a strong relationship between father's occupational level and college plans of 3,348 high school boys. He then selected 24 boys in at least the 70th percentile of intelligence, of whom 12 planned to enter college and 12 did not. He conducted intensive interviews with each boy and his parents to explore reasons for college choice and inferred that parental influence was highly associated with college choice. Kahl's interviews also disclosed that the high school boys who internalized the "get ahead" values of their parents had positive attitudes toward work and school and planned for a college education.

Bordua (1959-1960) demonstrated that parental stress on education bridged the gap between social origin and college plans. He measured parental stress perceived by 1,529 high school students in Massachusetts with the question, "Do your parents want you to go to college?" He found that holding parental stress constant dramatically reduced the effect of S.E.S. and sex on college aspirations. Simpson (1962) also found a significant relationship between parental influence (advice from parents that their son enter the professions) and aspired occupation of 917 lower-and middle-class high school boys.

Evidence for parental stress as a mediating variable has accumulated (Boyle, 1966; Rehberg and Westby, 1966-67). Sewell and Shah (1968) used path analysis to compare the direct and indirect effects of parental encouragement for college, social class, and ability on the college plans of 10,318 randomly selected Wisconsin high school seniors. For both males and females, social class and ability had direct effects on parental

encouragement and college plans, but parental encouragement had the strongest direct effect on college plans.

Sewell, et al. (1969) and Sewell, et al. (1970) measured both teachers' and parents' encouragement for college and friends' college plans in a longitudinal study of educational occupational attainment of 929 Wisconsin school boys. The three sources of influence were combined to form a factor called "influence of significant others." This factor was a critical mediating variable in a path model leading from S.E.S. to occupational attainment. It correlated with both educational and occupational aspirations more strongly than did any of the other predictors, S.E.S., academic performance, and mental ability. The three sources of influence were not analyzed separately, however, to determine which reference group had the strongest influences on students' plans.

Williams (1972) compared the impact of peers' college plans, and teachers' and parents' expectations for college on the college plans of 3,687 Canadian high school students. Parents' expectations explained explained nearly 35% of the variance in student college plans while teachers' expectations explained less than 6% peers' aspirations explained less than 2%. Among the student's most relevant reference groups then, parents--as opposed to teachers and peers--seem to have the most impact on the student's educational and occupational aspirations.

All of the studies then, are consistent with a casual model in which parental influence mediates the relationship between parental background and students' college and career plans.

Values and Aspirations

Perhaps the most subtle influence on a student's educational and occupational plans is his parents' work values (attitudes toward work in

in general). It is well known that for the adult population, work values are significantly linked to different aspects of social origin, such as S.E.S., sex, age, race, social class, and occupational factors (Centers, 1949; Morse and Weiss, 1955; Friedlander, 1965, 1966; Kohn and Schooler, 1969; Shappell, et al., 1971; and Wollack, et al., 1971). There is also evidence that the work values of students are associated with background and situational characteristics of their parents. For example, students' work values differ as a function of the social class of their parents and of the type of high school (inner-city versus suburban) they attend (Shappell, et al., 1971; Kohn and Schooler, 1969). Boyle (1966) and Stefflre (1959) reported significant differences in work values of high school students who do and do not plan to attend college. Finally, high school and college students differ in work values (Wagman, 1965).

A question which has not been carefully investigated is whether high school students internalize the work values of their parents and use them as a basis for their educational and occupational plans. Kahl (1953) first suggested that students internalize the values of their parents in deciding whether to attend college. More recently, Sewell and Shah (1969) and Williams (1972) have alluded to student values as a potential determinant of aspirations. Kohn (1963: 471) had defined values as "a bridge between social structure and behavior". If this is the case, then one would expect student work values to be a link in the path of variables connecting social origin to student plans for college and career.

The Present Study

The current investigation focused on variables of perceived parental influence and student work values which mediate the path from social origin to student aspirations. The various forms that parental influence might take have not been carefully addressed in previous research. Terms like "stress", "urge", and "encouragement", have been used in separate questionnaires by previous investigators, but different types of parental influence have never been compared in a single study. In the present study, therefore, four measures of parental influence were selected to range from non-specific, relatively passive support to specific, active influence; these were: (1) parental interest in the student's school work, (2) the student's perception of his parents' desire for him to go to college, (3) pressure from parents to do well in school, and (4) involvement of parents in planning the student's class schedule.

The model to be tested in the present research is as follows. Parental background, particularly father's occupation, will be related to the parental influences the student perceives. These parental influences, in turn, will be related to the work-related values which the student develops. Largely on the basis of his or her own work values, the student will aspire or not aspire to attend college. The student's college plans, in turn, will be strongly related to his or her later occupational plans. This model is illustrated in Figure 1.

Figure 1 about here

Two related issues are also of interest here. First, is the impact of parental background, the same for male and female students? Given the differential socialization of boys and girls (Bird, 1968), we would expect to find sex differences, although no specific hypothesis are offered. Also, we plan to examine the differences between students who plan to attend college, those who plan not to, and whose who are undecided. Our particular interest here will be the undecided group, in hopes that we can find clues about which route they might eventually follow.

METHOD

Subjects were 437 high school sophomores in a city of 19,500 in the northeast. The subjects' parents represented a wide range of occupations and educational levels. The city has been recognized as one in which people from a range of social backgrounds live well together, with a high level of involvement in civic affairs. A questionnaire was administered to the entire group of students in one class period. Students were assured that their responses would be confidential and were asked not to sign their names.

The variables included in the study were operationally defined as follows: Occupational Levels of Mother and Father (Mother's Occupation and Father's Occupation) were coded on a 9 point scale of job level (after a scale of job categories developed by the federal government, 1969).[2] The scale varied from managers and officials (scored 9) to service workers (scored 1). Educational Attainments of Mother and Father (Mother's Education and Father's Education) were coded on a 6 point scale ranging from post-college education (6) to eighth grade or less (1).

Students revealed their Own College Plans by checking "YES, MAYBE, or

NO" to the question, "Do you plan to go to a four-year college?" Scores were given as follows: YES = 3, MAYBE = 2, NO = 1. Students responded in the same way to "Do your parents want you to go to College?" to provide Parents' Hopes for College.

Students answered three questions to provide indexes on their parents' influence in their school life. "How much interest do your parents show in your school work?" was intended as a measure of parents' relatively non-specific support of the student. Responses on a 4-point scale from "little" to "very strong" provided a measure of Parents' Interest. A similar 4-point scale of Parents' Pressure was obtained from the question, "How much spoken or unspoken pressure for good school performance do you feel from home?" Students answered the question, "How involved are your parents in planning what subjects you take in school?" on a 3-point scale from "I plan my schedule on my own", (1) "We talk it over and then I decide", (2) "My parents decide what I should take", (3) as a measure of Parents' Involvement.

Planned Occupation was the occupation students planned to enter after their education was completed and was coded on the same 9-point scale used to code the parents' occupational levels.

Work values were measured with The Survey of Work values (SWV: Wollack et al., 1971). Students endorsed statements on a 6-point scale of agreement.

The values and their definitions are given below.

Social Status of Job: the effect the job alone has on a person's standing among his friends, relatives, and co-workers, in his own eyes and/or in the eyes of others.

Activity Preference: a preference by the person to keep himself active and busy on his job.

Job Involvement: the degree to which a person takes an active interest in co-workers and company functions and desires to contribute to job-related decisions.

Attitude toward Earnings: the value an individual places in making money on the job.

Intrinsic Work Values: the satisfaction a person derives from doing the work his job requires, independent of any external rewards.

Conventional Ethic: the belief that work represents the best use of a man's time and should lead to both intrinsic and extrinsic rewards.

Measures of five values thought to be relevant to the current generation of high school and college students (Reich, 1970; Hall, 1971) were developed by the first author for use in this study.

Challenge Authority: the attitude that authority should be challenged especially if it is based only on age or position.

Social Concern: a strong concern for the social value and social responsibility of one's work and one's employer.

Personal Development: the belief that a person should be committed to his own personal development and growth through his work.

Reject Exploitation: rejecting the concept of using others for one's own gains.

Participation in Decision Making: the belief that every employee should expect and seek an active part in any decision-making process which affects him.

RESULTS

The Basic Path

Means, standard deviations, and intercorrelations for the key variable of the path analyses are shown in Table 1.

Table 1 about here

One basic path appeared consistently from the many combinations of parent background and work value variables subjected to path analysis using the basic a priori path shown in Figure 1.

Father's Occupation was positively linked to Parents' Interest and negatively related to Attitude toward Earnings. Parents' Interest and Parents' Pressure were both associated

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Figure 2 about here

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with Attitude toward Earnings. Parents' Interest led directly to Parents' Pressure, Parents' Involvement and Parents' Hopes for College. Parents' Hopes for College was directly linked to Student's College Plans, which in turn was linked to Planned Occupation. The main path, then, was from Father's Occupation to Parents' Interest to Parents' Hopes for College to Student's College Plans to Planned Occupation, shown in Figure 2.

Several observations can be made from Figure 2. Parents' Involvement and Parents' Pressure, representing active attempts by parents to influence their child's school work and future goals, had no impact on the student's future plans. On the other hand, Parents' Interest, a more subtle influence from home, mediated social origin and student aspirations.

Generally, student's work values showed low correlations with other variables in Figure 2. One exception, Attitude toward Earnings, was linked to parents' background as well as Parents' Pressure and Parents' Interest, perhaps because it is a very specific value and is easily communicated. The more general Intrinsic Work Values was associated only with Attitude toward Earnings.

Of the parental educational and occupational variables Father's Occupation had the strongest impact on parental attitudes and student plans and values. A direct link remained between Father's Occupation and Planned Occupation, even when the mediating variables had been held constant. A similar but weaker relationship existed when Mother's Occupation was substituted for Father's Occupation, but Mother's Occupation was not significantly correlated with either Attitude toward Earnings or Parents' Interest. When the path began with either Father's or Mother's Education, there was a direct link to Student's College Plans, but neither parent's education was related to Parents' Interest.

Hence, father's occupation had a more significant affect on other variables in the basic path than did either parent's education, despite the fact that the scale of occupational level was cruder than the measure of education. That is, errors in the assignment of jobs of occupational categories undoubtedly weakened the ordinal nature of the occupational scale. The critical influence on the high school student's aspirations and values is what his father lives with (his job), instead of his parent's educational achievements, which occurred 15 or 20 years ago. Kohn and Schooler (1969) reported that the actual job conditions which a father faces daily were significantly correlated with his children's values even after educational and occupational positions were held constant.

Sex Differences

The path for males (n = 207) was the same as that for the total sample, but the path coefficients were much stronger. The path for females (n = 226) was quite different from that for the total sample.

Boys reported significantly ($t > 2.9$; $p < .001$) more Parents' Interest and Parents' Pressure than girls did, although Parents' Involvement did not differ for males and females. Plans to attend college and level of aspired occupation were approximately the same for both groups. Therefore, although both boys and girls had similar goals, the boys perceived more parental support of those goals.

In general, the path for girls was considerably simpler than the path for boys (see Figure 3). Father's Occupation was

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Figure 3 about here

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not significantly related to any other variables for girls, and Mother's Occupation was related (negatively) only to Attitude toward Earnings. None of the educational and occupational variables was linked to Parents' Interest reported by girls. Furthermore, no variables in the basic path (except Mother's Occupation) were associated with work values of girls. For the boys, on the other hand, Father's Occupation was linked directly to Attitude toward Earnings, Parents' Interest, and Planned Occupation. Attitude toward Earnings was also related to Parents' Interest and Parents' Pressure.

Occupational and College Plans

The occupational aspirations of this sample of high school students were very high, with a mean occupational level of 7.0 for boys and 6.5 for girls on a 9-point scale ranging from service workers (1) to managers (9).

Over 60% of the students plannned to become professionals, requiring at least a university degree. At first glance, this seemed unrealistic until we realized that 46% definitely planned to attend college, and another 28% were undecided. Of the students who will or may go to college, nearly 84% plan to become professionals. Those students with no college aspirations were planning for careers as skilled tradesmen or clerical and office workers. Regardless of intended occupation, students' work values were markedly different from the work values of persons employed in those occupations.

College Plans

Students who planned to attend college or were undecided perceived significantly ($t > 2.00$; $p \leq .05$) more parental interest in their school work than those who did not plan to continue their education beyond high school (see Table 2).

Table 2 about here

Pressure and involvement from parents, however, did not differ for the three groups.

The means of the "Maybe" group in Table 3 revealed some interesting inconsistencies. This group resembled the "Yes" group more on father's background (Father's Occupation and Father's Education), but it resembled the "No" group more on Mother's background (Mother's Occupation and Education). In addition, the "Maybe" group was more similar to the "Yes" group in Parents' Hopes for College and Parents' Interest. In view of the key role played by Father's Education, Father's Occupation, Parents' Interest and Parents' Hopes for College, we would predict that most of

the students falling into the "Maybe" group will eventually go to college.

Correlations among the educational and occupational variables for parents fell into striking patterns when the sample was divided into three college groups (see Table 3).

Table 3 about here

For the "Yes" group, correlations between Father's Education and Father's Occupation and between Mother's Education and Mother's Occupation were both positive and significant, showing a congruence within each parent's educational background and current occupational level. Similarly, mean educational and occupational levels of both parents were similar (See Table 2). Furthermore, correlations between Father's Education and Mother's Education, and Father's Occupation and Mother's Occupation were positive (see Table 3). Thus, there was congruence between parents. All signals from home would then be consistent and in favor of the student's continuing education.

For the "No" group, Father's Occupation and Father's Education were not significantly correlated, but Mother's Occupation and Mother's Education were. The educational attainments of both parents were correlated, but their occupational levels were not related. Therefore, although the parents tended to have similar educational backgrounds, (mean educational levels in Table 2 were almost identical), the father's education was at variance with his occupational level. The student may receive inconsistent advice about college from his parents, with the father arguing against it. And since the path data revealed the father

as the key parent influencing college plans, the student's decision against further education is understandable.

The "Maybe" group, however, may be receiving conflicting signals from the two parents. Although congruence was found between education and occupation for both the father (r = .42 ; p < .01) and for the mother (r = .31 ; p < .01), the correlations between the father's and mother's background variable were quite low. In addition, the differences between mean Father's Occupation and Mother's Occupation and between mean Father's Education and Mother's Education in Table 2 were greater than for the other two groups. The student, then, may be faced with two widely different educational and occupational models at home, each of which is internally consistent; this condition could result in considerable inter-parent conflict.

Difference in Work Values

Work values of the sample of high school sophomores differed markedly from those of college students and various employed groups (see Table 4).

Table 4 about here

The high school students (especially the males) scored considerably higher in Attitude toward Earnings and lower in Activity Preference, Job Involvement, Instrinsic Work Values, and Conventional Ethic. Therefore, the high school students strongly valued money and de-emphasized the conventional Protestant Ethic and intrinsic rewards of work. They were more similar in work values to a sample of 110 hard-core unemployed persons (Goodale, 1973) than to semi-skilled and unskilled workers (see Table 5).

Table 5 about here

In general, high school girls were closer to the work values of the normative groups in Table 4 than were boys, and to this extent the girl's values were more mature than boys. Girls scored significantly ($t > 2.00$; $p < .05$) higher than boys in Activity Preference, Job Involvement, and Instrinsic Work Values, while boys stressed the money and status of employment. Girls also scored higher than boys in Social Consciousness, ($t > 3.00$; $p < .001$), Reject Exploitation, and Participation in Decision Making. Hence the girls seemed to have a less extrinsic, more personally involved attitude toward work then boys did.

DISCUSSION

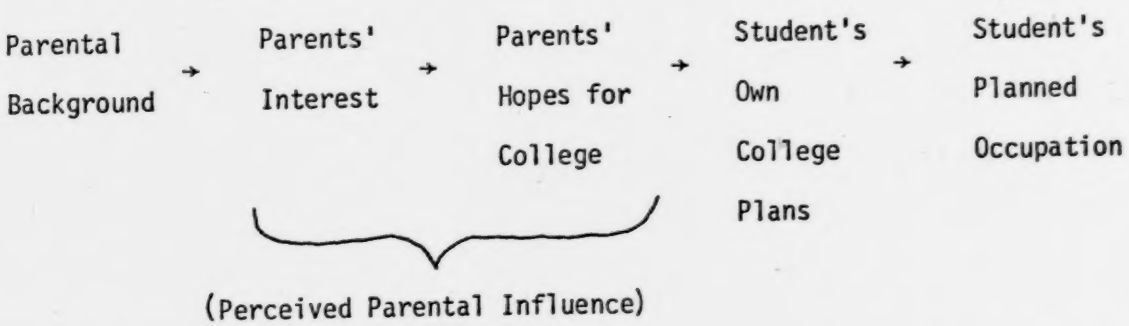
The basic assumption of this research was that two classes of variables--perceived parental influence and student work values--would mediate the relationship between parents' background and educational and occupational aspirations for high school students. The results indicated that parental influence did mediate this relationship, as predicted, while student values did not.

The key parental influence variables in the path from parent background to student aspirations were Parent's Interest and Parents' Hopes for College. The two parent influence variables which reflect more active involvement in the student's career, Parents' Involvement and Parents' Pressure,did not seem to be translated into the student's aspirations. Therefore, a non-directive, supportive atmosphere of high interest without pressure in the home appears to be the most effective influence on children's college and career plans.

Another key finding was that work values did not operate as an intervening variable in the relationship between social origin and aspirations;

work values were not significantly associated with either college plans or desired vocation as was originally hypothesized. The strongest correlates of student's work values were the occupational levels of parents, and parental interest and pressure. But for samples of employed persons, parents' background is a far weaker correlate of work values than the person's own educational and occupational attainments. For example, Wollack et al. (1971) found that occupational level and years of schooling accounted for nearly 10% of the variance in subjects' work values, while parents' educational and occupational background accounted for less than 1% of the variance in work values.

The basic path, then, through which parental background was related to a career aspirations, as identified in the present study, is as follows:



It is important to note, however, that even though this path was obtained for the total sample, it emerged even more strongly and clearly for the boys, while a quite different path was found for girls. This finding supports the now-familiar point that any theory of career choice and socialization must include sex as a central variable.

The parent appears to serve as a role model to which students refer in making their college and career plans. Problems may arise, however, when students perceive their parents as two conflicting models. This

was true in the case of students who were undecided about going to college. The inconsistency in the educational backgrounds and current occupational status of their parents may have influenced the uncertainty of college plans for this group of students.

Student Work Values

One of the most striking findings of this study was the wide disparity between work values of high school sophomores and those of college students and regularly employed persons. De-emphasis of the intrinsic rewards of work and emphasis on money and status may reflect the financial condition of adolescents and also their lack of work experience. The salary and status resulting from full-time work are relatively specific and easily communicated, and high school students, often in the position of seeking status and having to ask for money, may focus on these tangible outcomes of employment. Intrinsic rewards such as feeling highly involved in one's work or taking pride in a job well done are relatively non-specific and are probably difficult to communicate to someone who has not had similar job related experience.

Both of these key findings concerning work values--disparity between values of students and employed persons, and atypical correlates of students' work values--suggest that the students' values are likely to change. Data in Table 2 imply that with increasing age and exposure to work (i.e., moving from left to right from high school to college students), students' work values become more similar to the values of seasoned members of their chosen occupation through a process of socialization. Longitudinal evidence of this process has been reported by Schein (1967).

Data of the present study also indicate the high school student work values are not related to his own occupational or educational plans; instead his values are related to his parents' occupational level. Among college students, however, personal values are associated with occupational plans (Rosenberg, 1957). Similarly, among people at a later life stage, (i.e., employed adults),one's own occupational level is strongly correlated with work values (e.g., Friedlander, 1965). Therefore, the referent for one's work values seems to shift from his parents (in high school) to his job and co-workers (in adulthood).

Sex Differences

There were no significant sex differences in college plans and level of aspired vocation for the current sample. Girl's work values were more idealistic and more like those of employed persons than were the work values of boys. Males and females reported the same level of parents' desire for them to go to college, but girls perceived less parental interest in their school work than boys did. This seems consistent with the rapidly accumulating evidence that parents encourage educational attainments and work careers more for boys than for girls (Bird, 1968; Horner, 1968).

Parental background had far less impact on perceived parental interests, work values, and occupational aspirations of girls than boys in the present study. However, Williams (1972) hypothesized that socioeconomic background would have a graater relationship to parents' aspirations for girls than for boys. He reasoned that college was viewed by all parents as a necessity for success of males, but only parents of high socioeconomic status would advocate the importance of a college

education for girls. His data, however, showed no sex differences. Upon closer examination of our data, we found that there was a stronger path between father's occupation and parents' college hopes for girls than for boys (path coefficient = .15, n.s., for girls; and -.13 n.s., for boys). The difference between these paths was significant ($p < .001$), thereby supporting Williams' prediction if not his results. Similarly, Sewell and Shah (1968) reported a larger path coefficient between S.E.S. and parents' desire for college for girls than for boys. However, when Parents' Interest is introduced into the model, the impact of parental background diminishes for girls, but not for boys.

It appears that girls experience less generalized parental support for their educational activies (as measured by Parents' Interest) than boys and that the amount they do receive is less affected by parents' background than that received by boys. Yet a specific goal, like college, does receive as much parental support for girls as for boys, and for girls, support for college is more dependent upon socioeconomic background than it is for boys. The work values of girls are also less related to parental background or attitudes and to the students' aspirations than are the work values of boys. Occupational plans, on the other hand, are more related to the personal college plans of girls than of boys.

All of these findings suggest that girls are more independent of the socioeconomic background of their parents in formulating their career aspirations. This fits with our general perception that is is more appropriate for, say, the daughter of a professional person to become an hourly worker than it is for the son of a professional. The other side of this greater autonomy, however, is that girls also receive less support from the parents' background. Even their work values are separated more from

the parents' influence, and girls apparently have less opportunity than boys to integrate their work values with their career aspirations. Girls, in short, are less likely than boys to inherit the career attainments of their parents.

TABLE 1

Means, Standard Deviations, and Intercorrelations

of Main Path Variables N=433

Variable	Male Mean	Female Mean	Male S.D.	Female S.D.	1	2	3	4	5	6	7	8	9
Father's Occupation	6.32	2.20	6.46	2.05	---	.13	.08	.04	-.04	-.13	.12	.18	.18
Parents' Interest	3.08	0.81	2.85	0.84		---	.31	.34	.10	.12	.26	.18	.10
Parents' Pressure	2.53	0.88	2.25	0.94			---	.08	.05	.16	.11	.06	.00
Parents' Involvement	1.57	0.52	1.60	0.49				---	.11	.04	.16	.15	.02
Intrinsic Work Values	59.93	6.52	59.90	5.53					---	-.11	.15	.09	.00
Attitude Toward Earnings	30.00	6.26	27.86	6.16						---	-.11	-.16	-.08
Parents' Hopes for College	2.70	0.54	2.62	0.61							---	.58	.32
Own College Plans	2.23	0.79	2.17	0.85								---	.48
Planned Occupation	6.98	1.76	6.54	2.10									---

TABLE 2

Path Variables by College Plans

Variable	"Yes" College			"Maybe" College			"No" College		
	M.	S.D.	N	M.	S.D.	N	M.	S.D.	N
Father's Education	3.97	1.36	193	3.59	1.28	115	2.80	1.09	107
Mother's Education	3.70	1.08	193	3.22	.90	116	2.93	.81	106
Father's Occupation	6.71	2.05	172	6.45	2.07	94	5.72	2.22	82
Mother's Occupation	5.11	2.51	132	4.26	2.25	68	3.89	2.28	47
Parents' Hopes for College	2.94	.28	196	2.72	.45	115	2.08	.70	108
Parents' Interest	3.10	.82	196	2.98	.81	117	2.71	.86	110
Parents' Pressure	2.41	.94	195	2.50	.90	117	2.25	.91	109
Parents' Involvement	1.66	.47	195	1.59	.54	116	1.47	.52	109
Planned Occupation	7.56	1.09	143	6.50	2.05	68	5.22	2.23	67

TABLE 3

Correlations Among Parental Background

Variables for Three College Groups

Variables	"No" College N=110				"Maybe" College N=118				"Yes" College N=146			
	1	2	3	4	1	2	3	4	1	2	3	4
1. Father's Education	---	.51	.13	.28	---	.16	.42	.02	---	.58	.34	.27
2. Mother's Education		---	-.03	.40		---	.28	.31		---	34	.38
3. Father's Occupation			---	.06			---	.14			---	.20
4. Mother's Occupation				---				---				---

TABLE 4

Comparative Work Value Data

	High School Sophomores				College Students				Federal Clerical Employees		Private Manufacturing Employees		Insurance Agents		Managers Supervisor	
	Male		Female		No Special Status		Work Orientation Program									
	N=207		N=226		N=168		N=195		N=242		N=484		N=194		N=118	
	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.
Social Status Of Job	28.6	5.2	25.9	6.2	25.1	6.7	28.0	6.8	25.9	5.0	28.1	6.3	26.8	6.4	29.0	5.8
Activity Preference	39.4	6.0 5.2	41.9	5.0	43.0	6.3	44.6	5.5	44.5	4.9	46.8	4.0	46.4	4.0	47.4	3.6
Job Involvement	40.8	5.4	41.9	4.7	42.3	5.5	43.9	5.7	42.0	4.6	44.4	4.2	43.6	4.4	44.0	4.2
Attitude Toward Earnings	30.0	6.3	27.9	6.2	26.8	6.5	28.3	6.3	26.2	6.1	26.2	5.6	----	---	24.6	4.1
Intrinsic Work Values	57.9	6.6	60.0	5.4	59.4	7.1	61.2	6.3	60.7	4.8	62.3	4.2	62.0	4.5	62.7	3.6
Conventional Ethic	51.1	6.2	51.8	5.3	53.2	5.9	55.3	5.7	53.5	6.3	56.9	4.9	55.5	5.0	56.5	5.1

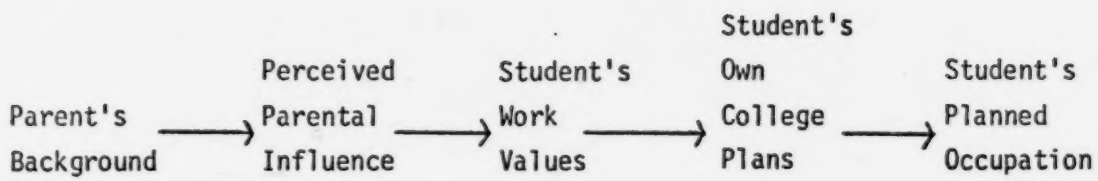


Figure 1. Theoretical model of links between social and origin and occupational plans.

Figure 2

Basic Path N=433

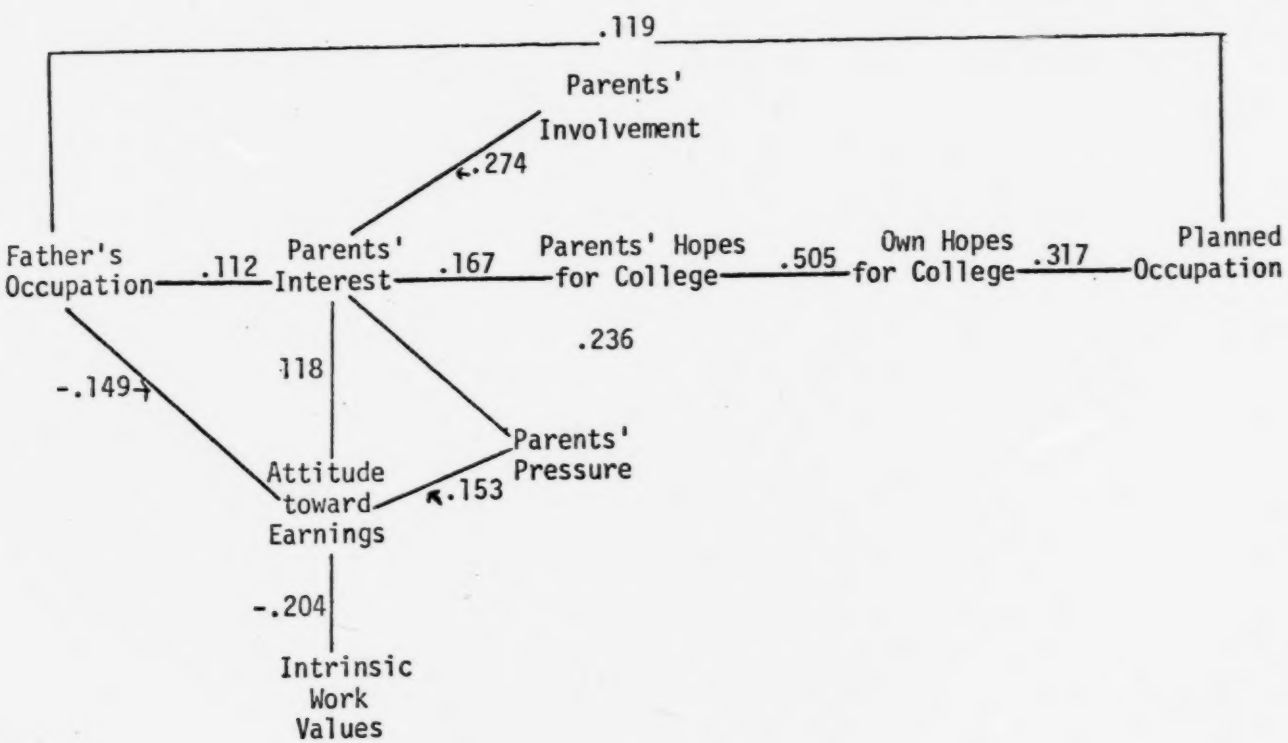
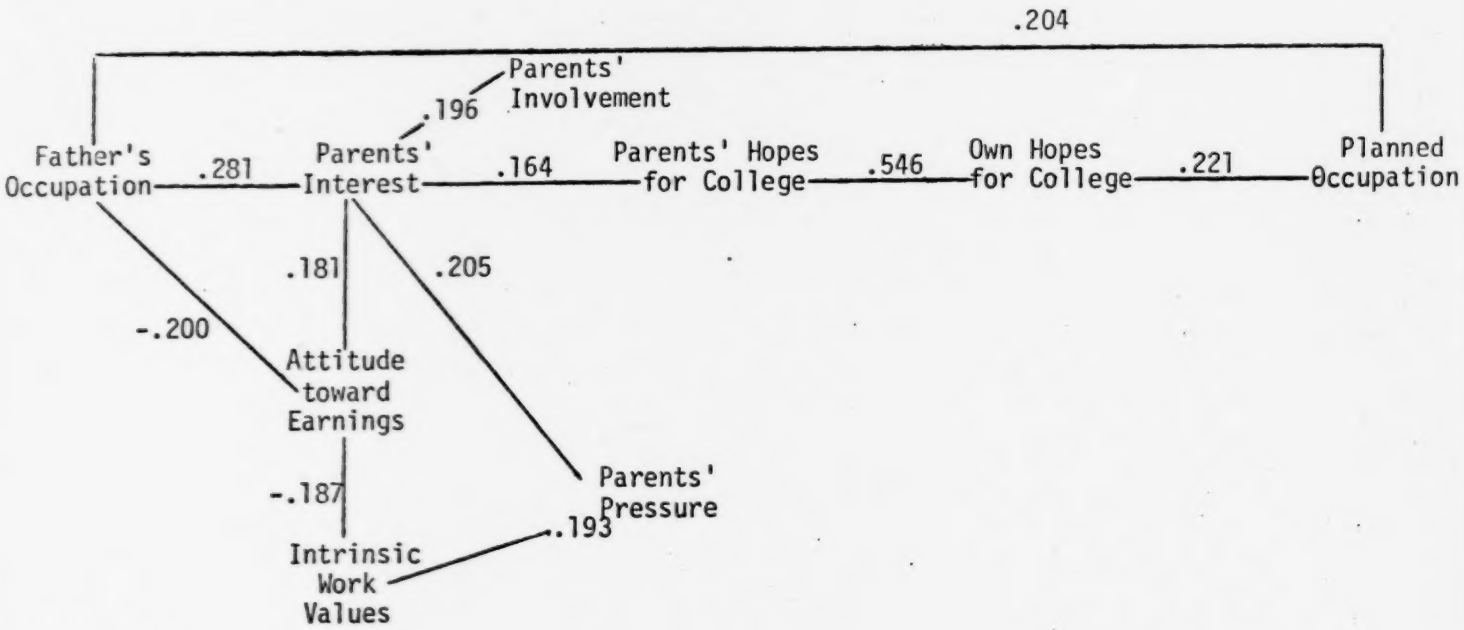


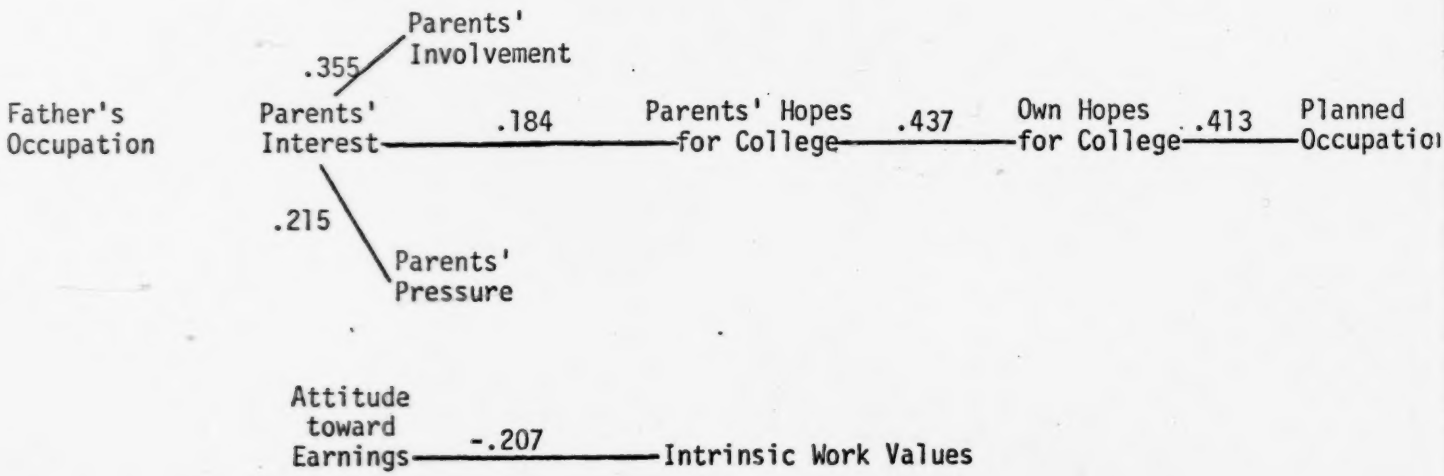
Figure 3

Basic Path for Males and Females

Males N=207



Females N=226



FOOTNOTES

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[2]The occupational categories were reported by the Joint Reporting Committee, Equal Employment Opportunity, in Employer information report EEO-1. Standard form 100, 124-R0002, 100-116, January, 1969.

[3]The Survey of Work Values contains 54 items developed to measure six work values derived from the non-secular Protestant Ethic. The internal consistency of the 9-item subscales varies from .55 to .66, and test-retest reliabilities range from .64 to .71. The SWV may be scored on six additional scales derived from factor analysis of items. SWV scores have discriminated meaningfully among occupational groups and have correlated with biographical variables theoretically and empirically linked to work values.

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